

Kentucky Department of Education  
Science Adoption 2008-2014

Provided by the Publisher	ISBN - <b>9781585913602</b>		Publisher - <b>It's About Time, Herff Jones Education Division</b>		Provided by the Publisher
	InterActions in Physical Science Student Edition				
	Type - P1	Author - Goldberg, Fred et al.			
	Copyright - 2006	Edition - 1st	Readability - 970		
	Course - Physical Science		Grade(s) - 7, 8, 9		
	Teacher Edition ISBN if applicable		9781585913626		

**Overall Recommendation:**

☒ **Recommended as Basal**

**Overall Strengths, Weaknesses, Comments:**

This is an inquiry textbook and does not include large sections that explain the concepts to the students. The book comes with a very lengthy teachers guide that provides extensive help with set-up of the materials, assessment of the lessons, time management and technology.

The textbook is so extensive, that many of the concepts may need to be shortened and if your class is an integrated science course, the biology and earth/space science would need to be added. Teachers should make themselves familiar with the activities to be able to anticipate student problems.

Limited ESL assistance is available in the teacher's guide. Provides multiple additional suggested activities may be used for differentiation.

This textbook is good for 7<sup>th</sup> and 8<sup>th</sup> grades, but is heavy in reading for 6<sup>th</sup> grade students.

### CRITERIA

This basal resource ...

**A. Encompasses KY Content Standards & Grade Level Expectations**

☒ **Strong Evidence**  
☐ **Moderate Evidence**  
☐ **Little or No Evidence**

☐ Text is designed to be used in an elective course outside the Program of Studies

**1) Includes the 7 Big Ideas of science to the following extent:**

- |   |  |                                   |  |   |
|---|--|-----------------------------------|--|---|
| a) Structure and Transformation of Matter | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little            | <input type="checkbox"/> N/A            |
| b) Motion and Forces                      | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little            | <input type="checkbox"/> N/A            |
| c) The Earth and the Universe             | <input type="checkbox"/> Strong            | <input type="checkbox"/> Moderate | <input checked="" type="checkbox"/> Little | <input type="checkbox"/> N/A            |
| d) Unity and Diversity                    | <input type="checkbox"/> Strong            | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little            | <input checked="" type="checkbox"/> N/A |

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- e) Biological Change ☐ Strong ☐ Moderate ☐ Little ☒ N/A
- f) Energy Transformation ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- g) Interdependence ☐ Strong ☐ Moderate ☐ Little ☒ N/A
- 2) Addresses content-specific enduring understandings from the related Program of Studies standards. ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- 3) Addresses content-specific skills and concepts from the related Program of Studies standards. ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- 4) Content addressed is current, relevant and non-trivial ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- 5) Provides opportunities for critical thinking/reasoning ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- 6) Strengths, Weaknesses, Comments:
- Specific strengths-which areas/concepts are covered exceptionally well?
  - Specific weaknesses-which areas/concepts would likely require supplementing?

This book is very strong on critical thinking/reasoning. The content is relevant for the Kentucky Program of Studies in Science. The content is developed conceptually and is not a collection of unrelated facts. The book goes into great detail and may be difficult to complete within the allotted time.

**B. Functionality & Suitability**

- ☒ Strong Evidence  
☐ Moderate Evidence  
☐ Little or No Evidence

- 1) Suitability ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.
- 2) Content quality ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- Free from factual errors
  - Content is presented conceptually when possible—more than a mere collection of facts
  - Content included accurately represents the knowledge base of the discipline
  - Theories/scientific models contained represent a broad consensus of the scientific community
- 3) Connections to Literacy ☒ Strong ☐ Moderate ☐ Little
- Note: may apply to either student or teacher editions*
- Employs a variety of reading levels and is grade/level appropriate
  - Contains pre, during, post reading activities
  - Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts

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at multiple levels of difficulty for a variety of learning styles.

- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary
- Engaging text- does the text facilitate learning?
- Does understanding the text require having performed the imbedded activities?

**4) Connections to Technology**

☒ Strong ☐ Moderate ☐ Little

- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data

**5) Support for Diverse Learners**

☐ Strong ☒ Moderate ☐ Little

- Provides support for ESL students
- Provides support for differentiation of instruction in diverse classrooms

*Note: may apply only to teacher edition*

**6) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

The ESL support is weak and you need to search for it. Within the teacher's edition are additional readings to support the inquiry activities found in the textbook. Uses a limited number of new vocabulary words and uses them consistently after being introduced to the students. Are a number of web sites that the students are able to use to help visualize the information/activity provided in the textbook. These simulations allow students to pause in the middle of an action that would normally occur within a few seconds.

**C. Supports Inquiry and Skill Development**

☒ **Strong Evidence**  
☐ **Moderate Evidence**  
☐ **Little or No Evidence**

**1) Promotes Inquiry, research and Application of Learning**

☒ Strong ☐ Moderate ☐ Little

- Provides opportunities for inquiry and research that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions.
- Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.)
- Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
- Provides opportunities for application of learned concepts.
- Uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
- Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.

*Note: may apply to either teacher or student edition*

**2) Skill Development**

☒ Strong ☐ Moderate ☐ Little

- Provides opportunities to make sense of data
- Provides opportunities for critical thinking and reasoning (analyze arguments, distinguish fact/opinion, recognize bias)
- Provides opportunities to examine a range of types of evidence
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving

*Note: may apply to either teacher or student edition*

**3) Strengths, Weaknesses, Comments:**

All of the concepts are developed using inquiry and whole class debriefing. Provides students with good pictures to compare their set-up. Includes instruction in analyzing data. Uses a variety of charts, graphics, and diagrams for students to analyze and come to conclusions. Uses a variety of methods to remind students to be respectful of others, to contribute to the group and to be metacognitive.

Teachers need to familiarize themselves with the activities.

**D. Supports Best Practices of Teaching and Learning**

☒ Strong Evidence  
☐ Moderate Evidence  
☐ Little or No Evidence

**1) Engages Students**

☒ Strong ☐ Moderate ☐ Little

- Includes content geared to the needs, interests, and abilities of students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated

*Note: may apply to either teacher or student edition*

**2) Uses Assessment to Inform Instruction**

☒ Strong ☐ Moderate ☐ Little

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels

*Note: may apply to either teacher or student edition*

**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

The teacher's guide includes multiple forms of assessment. Includes pre assessment questions in the text and additional pre assessment materials in the teacher's edition.

In the text, includes discussions between fictional students. The textbook includes examples of acceptable and unacceptable conclusions along with examples for students to evaluate.

Teacher's edition includes time management strategies and pacing guides.

There is an excessive amount of reading for 6<sup>th</sup> grade students.

**E. Has an Organization/ Format that Supports Learning and Teaching**

☒ Strong Evidence  
☐ Moderate Evidence  
☐ Little or No Evidence

**1) Organizational Quality**

☒ Strong ☐ Moderate ☐ Little

- Print and/or electronic materials present minimal barriers to learners
- Presents chapters/lessons in an organized and logical sequence
- Provides clearly stated objectives for each lesson.
- Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
- Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components) as either student or teacher resources
- Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
- Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
- Uses grade-appropriate type size

Included media are durable, easy to use and have technical merit

- Construction appears to be durable and able to withstand normal use

**2) Essential Components (beyond student and teacher text)**

☐ Strong ☒ Moderate ☐ Little

- Items identified as essential components support the learning goals and concept coverage of the basal

**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

The places in the student textbook that asks for class discussion needs to be more clearly marked.

There is so much extra information for the teacher that time must be taken to familiar oneself with the entire program.

The vocabulary is easily marked for students and definitions are clearly identified for students. The term fair test is substituted for asking students to ensure that controls are maintained and the proper variables are manipulated.

The use of colors on the edges of the pages assists with locating the correct unit of study.

**F. Has available Ancillary/ Gratis Materials**

*Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F*

- ☒ **Strong Evidence**  
☐ **Moderate Evidence**  
☐ **Little or No Evidence**

**1) Ancillary/Gratis Materials**

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving

**2) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Most of the additional materials are ancillary not free with purchase. The additional materials include CD Roms, student workbooks and student reading. These materials are referenced in the teacher's edition.